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For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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[Contents](#) >> Australian Stock Exchange

CONTACT WEB SITE

<http://www.asx.com.au>

DESCRIPTION

The Australian Stock Exchange (ASX) operates Australia's primary national stock exchange for equities, derivatives and fixed interest securities. It also provides comprehensive market data and information to a range of users.

DATA DETAIL

Market Statistics include
S&P / ASX indices
Share prices
Most traded stock
Trading volumes

For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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[Contents](#) >> Patents IP Australia

CONTACT WEB SITE

<http://www.ipaustralia.gov.au>

DESCRIPTION

A patent is a right granted for any device, substance, method or process which is new, inventive and useful.

There are two types of patents in Australia.

A standard patent gives long term protection and control over an invention for up to 20 years.

An innovation patent is a relatively fast, inexpensive protection option available from IP Australia, and is the most recent in a range of other intellectual property rights. Protection last for a maximum of 8 years.

DISSEMINATION:

IP Australia provides free access to databases over the internet.

Patents mainframe databases PatAdmin and PatIndex

Patent Specifications-AU-A, AU-B and AU-C information.

The patent databases do not include innovation Patent data or specifications. Innovation Patents are published in the Innovation Patent Supplement to the Australian Official Journal of Patents.

http://www.ipaustralia.gov.au/library/L_resrc1.htm

DATA DETAILS

- Provisional applications
- International applications designating Australia
- Total applications
- International applications received by Patent Office as a receiving office
- International search reports established by the Patent Office as an international searching authority
 - for Australian applicants, for other applicants
- Subject matter of patents sealed in year

GEOGRAPHIC COVERAGE:

Australia

FREQUENCY OF DATA AVAILABILITY:

Industrial Property statistics for; 99-2000, 98-99, 97-98, 96-97, 95-96, 94-95

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[Contents](#) >> Reserve Bank of Australia

CONTACT WEB SITE

<http://www.rba.gov.au>

Web site of Australia's Central Bank. Information about the Reserve Bank of Australia (RBA), including its monetary policy and other functions.

DATA DETAILS:

<http://www.rba.gov.au/statistics/>

<http://www.rba.gov.au/ChartPack/Index.html>

Daily

Exchange Rates

Monthly

interest rates and yields, measures of consumer price inflation, real exchange rate indices.

For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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Department of Industry, Tourism and Resources

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Department of Industry, Tourism and Resources

CONTACT WEB SITE

<http://www.industry.gov.au>

DESCRIPTION:

Australia as a Modern Economy, Some Statistical Indicators 2002, Department of Industry, Tourism and Resources

This compilation brings together quantitative indicators of Australia's status as a modern, knowledge-based economy (KBE) including comparisons with other countries.

It draws on data from the OECD's **Science Technology and Industry Scoreboard 2001**, the Australian Bureau of Statistics and other sources.

DISSEMINATION:

Department of Industry, Tourism and Resources, Canberra, June 2002

DATA DETAIL

Indicators are presented within the following framework

Information and Communication Technologies

Business Environment

Innovation

Human Resources

DEFINITIONS

Knowledge-based Industries (KBIs)

OECD groups high-technology and medium-high-technology manufactures, together with health and education services, financial and business services, and communication services as knowledge-based industries.

Knowledge-intensive industries are defined by the OECD as follows:

- **High technology manufacturing** - aircraft, office and computing equipment, drugs, and medicine, radio, TV and communications equipment (=ISIC 2423, 30, 32, 33, 353)
- **Medium-high technology manufacturing** - professional goods, motor vehicles, electrical machinery excluding communications equipment, chemicals excluding drugs, other transport equipment, non-electrical machinery (=ISIC 24 less 2423, 29, 31, 34, 352, 359)
- **Knowledge-intensive services** - education, health, posts and telecommunications, finance and insurance, business services (excluding property services) (=ISIC 64, 65-67, 71-74, 80, 85).

Knowledge Workers

Managers, professionals and associate professionals.

- Under ISCO-68 classification include the major groups 0/1 and 2 (Professional, technical and related workers & Administrative and managerial workers).
- Under the ISCO-88 classification include the major groups 1, 2 and 3 (legislators, senior officials and managers, Professionals, & Technicians and associate professionals).

GEOGRAPHIC COVERAGE:

Australia

HISTORICAL DATA:

Knowledge-based activities: selected indicators 2000, Department of Industry, Science and Resources

Knowledge-intensive industries has a different working definition of 'knowledge-intensive service' in this earlier publication because of a broader OECD definition which included property services. Also 'community, social and personal services' was included, as a proxy for health and education services in the 1999 publication. See technical notes for further details.

For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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Department of Industry, Tourism and Resources

CONTACT WEB SITE

<http://www.industry.gov.au>

DESCRIPTION:

Science and Technology Budget Statement, Department of Industry, Tourism and Resources, 2000-01

DISSEMINATION:

Hardcopy publication Science and Technology Budget Statement, Department of Industry, Science and Resources, 2000-01

From 2001/2002 it has been incorporated into the Science & Technology Package available on web site <http://www.industry.gov.au>

DATA DETAILS:

- Science and Innovation in the Budget
- Australia's national R&D expenditure
- Commonwealth support for science and innovation through the Budget and Other Measures
- Major programs supporting science and innovation through the Budget
- Changes in the balance of funding

GEOGRAPHIC COVERAGE:

Australia

FREQUENCY OF DATA AVAILABILITY:

Annual

HISTORICAL DATA:

1999/2000

2000/2001

2001/2002 web based only

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OECD

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[Contents](#) >> [OECD](#) >> OECD Communications Outlook 2001

CONTACT WEB SITE

<http://www.oecd.org>

DESCRIPTION

The **OECD Communications Outlook 2001** presents a range of performance indicators for public communication services in OECD countries. In addition to providing a comprehensive review of the telecommunications sector, the **OECD Communications Outlook** includes data and analysis of broadcasting, cable television, and the Internet.

DISSEMINATION

Published report **OECD Communications Outlook 2001**

Many of the indicators of this report are available on diskette from the OECD's Telecommunications Database 2001, covering the period 1980 to 1999

DATA DETAILS

Communication Indicators provided mainly on a country by country basis. Technological convergence and the ability of firms to supply the same services over different networks is blurring traditional distinctions between industry segments so to complement national figures additional firm-level data are provided for leading service providers. Data relates to various subjects such as communication policy developments, network dimensions and development, internet infrastructure, pricing, service and employment.

Tables include

- R&D Expenditures for PTOs and telecommunications equipment manufacturers
- ISDN subscribers in the OECD area
- Cellular mobile subscribers in the OECD area
- Internet subscribers 1st January 2000
- Internet hosts by country 1997-2000
- Secure servers in OECD countries
- Penetration rate of cable television in OECD countries
- OECD internet access basket for 20 hours using discounted PSTN rates
- Communication exports by value 1990-1998
- Communication imports by value 1990-1998

GEOGRAPHIC COVERAGE

OECD member nations

FREQUENCY OF DATA AVAILABILITY

Biennial

HISTORICAL DATA

5 earlier editions

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CONTACT WEB SITE

<http://www.oecd.org>

DESCRIPTION

Education at a Glance is designed to provide a comprehensive statistical description of the state of education internationally. It covers a broad range of domains and data is accompanied by detailed explanations.

Indicators consider how things are and how things are changing regarding aspects of education.

In 1999 OECD adopted a new framework for comparing educational programs- ISCED-97

DISSEMINATION

Education at a Glance OECD Indicators

Prepared by the Statistics and Indicators Division of the OECD Directorate of Education,

DATA DETAILS

Data Includes indicators related to;

- context of education
- financial and human resources invested in education
- access and participation in education
- individual and labour market outcomes.

Data underlying the OECD education indicators are available via the Internet.

<http://www.oecd.org/education>

Indicators reflect both the resources invested in education and their returns.

GEOGRAPHIC COVERAGE

Through the World Education Indicators programme (WEI) 16 non-member countries contributed to the 2000 edition of Education at a Glance.

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CONTACT WEB SITE

<http://www.oecd.org>

DESCRIPTION

The **OECD Science, Technology and Industry Scoreboard 2001, Towards a Knowledge-based economy** brings together the latest internationally comparable data in order to analyse trends in the knowledge-based economy. It draws mainly on OECD databases and indicators developed by the Directorate for Science, Technology and Industry (DSTI) and focuses on:

- The growth in the knowledge base of OECD economies
- The rising importance of the information economy
- The increasing integration of economic activity
- Economic growth and performance

DISSEMINATION

OECD Science, Technology and industry Scoreboard Towards a Knowledge-Based Economy

DATA DETAILS

Statistical Annex includes:

- Investment in Knowledge and
- Investment in gross fixed capital formation
- Gross domestic expenditure on R&D (GERD)
- R&D Expenditure by sectors of performance
- R&D Expenditures in manufacturing by level of technology 1991-99
- ICT patent applications to the European Patent Office (EPO) by priority year and inventors country of residence
- Government funded biotechnology R&D 1997
- Number of patents in "triadic" patent families
- Researchers per 10000 labour force
- Foreign students in university level education as a percentage of total enrolment
- Scientific and technical articles per million population
- Internet hosts by country 1997-2000
- Broadband penetration rates in OECD countries
- Share of ICT value added in business sector value added 1999
- Share of ICT employment in business sector employment 1999
- Trade to GDP ratio
- Technology Balance of Payments
- Contribution of ICT sector to international trade
- Growth of OECD manufacturing trade by industry and technology intensity
- Share of high- and medium-high-technology industries in manufacturing exports 1999

Owing to the nature of some of the databases and indicators, country comparisons should be interpreted with caution when absolute differences are small.

DEFINITIONS

ICT Related Occupations

There is no internationally agreed list of ICT-related occupations. For the purpose of this publication data was matched on occupations from the US Current Population Survey (CPS) with the ISCO-88-based occupation data from the Eurostat Labour Force Survey. There was a problem matching at the low-skilled level.

High Skilled ICT Occupations selected for Europe (ISCO-88)

computing professionals (213, including computer systems designers and analysts, computer

programmers, computer engineers)
computer associate professionals (312, including computer assistants, computer equipment operators, industrial robot controllers)
optical and electronic equipment operators (313, including photographers and image and sound recording equipment operators, broadcasting and telecommunications equipment operators)

Low Skilled ICT Occupations selected for Europe (ISCO-88):

electrical and electronic equipment mechanics and fitters (213,312)

High Skilled ICT Occupations selected from United States data from the Current Population Survey (CPS), US Bureau of the Census

Computer systems analysts and scientists (64)
operations and systems researchers and analysts (65)
computer programmers (229)
tool programmers, numerical control (233)
electrical and electronic technicians (213)
broadcast equipment operators (228)
computer operators (308)
peripheral equipment operators (309)

Low Skilled ICT Occupations selected from United States data from the Current Population Survey (CPS), US Bureau of the Census Include

data processing equipment repairers (525)
electrical power installers and repairers (577)
telephone line installers and repairers (527)
telephone installers and repairers (529)
electronic repairers, communications and industrial equipment (523)

Technology Balance of Payment

Technology receipts and payments constitute the main form of disembodied technology diffusion. trade in technology comprises four main categories:

- Transfer of techniques (through patents and licences, disclosure of know-how)
- Transfer (sale, licensing, franchising) of designs, trademarks and patterns.
- Services with a technical content, including technical and engineering studies, as well as technical assistance
- Industrial R&D

Although the balance reflects a country's ability to sell its technology abroad and use its foreign technologies a deficit position does not necessarily indicate low competitiveness. In some cases, it results from increased imports of foreign technology; in others it is due to declining receipts.

Investment in Knowledge

Research and Development (R&D) + software + public and private spending on education as a percentage of GDP

Gross Fixed Capital Formation

machinery and equipment + other as a percentage of GDP

OECD Classification of Manufacturing Industries Based on Technology using ISIC rev.3 activity breakdown

High technology Industries

- Aircraft and spacecraft (ISIC Rev.3, 353)
- Pharmaceuticals (ISIC Rev.3, 2423)
- Office, accounting and computing machinery (ISIC Rev.3, 30)
- Radio, television and communications equipment (ISIC Rev.3, 32)
- Medical, precision and optical instruments (ISIC Rev.3, 33)

Medium-high -technology Industries

- electrical machinery and apparatus, n.e.c. (ISIC Rev.3, 31)
- Motor vehicles, trailers and semi-trailers (ISIC Rev.3, 34)
- Chemicals excluding pharmaceuticals (ISIC Rev.3, 24 excl.2423)
- Railroad equipment and transport equipment n.e.c. (ISIC Rev.3, 352+359)
- machinery and equipment n.e.c. (ISIC Rev.3, 29)

Medium-low-technology industries

- Coke, refined petroleum products and nuclear fuel (ISIC Rev.3, 23)
- rubber and plastic products (ISIC Rev.3, 25)
- Other non-metallic mineral products (ISIC Rev.3, 26)
- Building and repairing of ships and boats (ISIC Rev.3, 351)
- Basic metals (ISIC Rev.3, 27)
- Fabricated metal products, except machinery and equipment (ISIC Rev.3, 28)

Low-technology Industries

- Manufacturing n.e.c. and recycling (ISIC Rev.3, 36-37)
- Wood, pulp, paper, paper products, printing, and publishing (ISIC Rev.3, 20-22)
- Food products beverages and tobacco (ISIC Rev.3, 15-16)

- Textiles, textile products, leather and footwear (ISIC Rev.3, 17-19)

International Strategic Alliances

The OECD data for strategic alliances are based on the Thomson Financial Securities database (SDC Platinum). The database contains almost 70 000 alliances, grouped by sector, type, purpose, etc., from 1988 to the present. It is based on public announcements by firms. Thus, it does not include information on undisclosed deals and may under-represent alliances among small and medium-sized enterprises, which tend not to be reported by the press.

GEOGRAPHIC COVERAGE

OECD member nations

FREQUENCY OF DATA AVAILABILITY

Biennial

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Education and Training

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CONTACT WEB SITE

<http://www.graduatecareers.com.au/>

DESCRIPTION

The Graduate Destination Survey is designed to collect information on the destination of higher education graduates. The survey focuses on recent graduates' participation in the labour market and further education. The survey is carried out by the Graduate Careers Council of Australia (GCCA) in association with Australian higher education institutions. Each institution is involved with the dispatch and collection of the GDS forms. The survey results are used to evaluate, within five months after the completion of graduates' qualifications, the extent to which they are employed, seeking employment, engaged in further study or unavailable to work.

DISSEMINATION

Graduate Careers Council of Australia 2001, Graduate Destination Survey, 2000, GCCA, Parkville.
Graduate Careers Council of Australia 2001, Graduate Starting Salaries, 2000, GCCA, Parkville.
Graduate Careers Council of Australia 2000, Course Experience Questionnaire, 1999, GCCA, Parkville.
Graduate Careers Council of Australia 2000, Postgraduate Destination Survey, 1999, GCCA, Parkville

DATA DETAILS

Personal Characteristics

Age and sex, residency status, home state, disability, non-english speaking background, first educational qualification post school, highest educational qualification prior to course

Course Characteristics

Level of qualification, field of study, attendance, length of time taken to complete course, whether the graduate received recognition for prior learning, work in final year, employer support during course

Employment Characteristics

Labour force status at reference date, whether employed full-time or part-time, whether a short-term or permanent employee, occupation at reference date, Industry of employer at reference date, annual salary, length of service

Further Study Plans

Level of qualification, field of study, attendance, month course began, institution

FREQUENCY OF DATA AVAILABILITY

Annual

HISTORY OF PUBLICATION

First Run 1971

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CONTACT WEB SITE

<http://www.ncver.edu.au>

DESCRIPTION:

NCVER is responsible for the collection of national vocational education and training statistics and for managing employer, student and graduate surveys relating to vocational education and training outcomes and performance. **The Vocational Education and Training (VET) Collection** makes up the vast majority of the data collected under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). The collection is designed to gather standard information on all vocational training activity delivered by all providers.

NCVER conducts two major surveys of the Australian vocational education and training sector. The Student Outcomes Survey and the Survey of Employer Views.

DISSEMINATION:

NCVER publishes regular statistical data on trainees, apprenticeships and TAFE graduates.

The following publications are available in a range of formats (web; pdf; print).

- Quarterly reports on apprentice and trainee statistics, including 5 years of time series information. These reports provide information on the numbers in-training, commencements and completions, the structure of Australian apprenticeships and the occupational characteristics, as well as basic profiles of apprentices and trainees.
- Annual Reports reports provide statistical information about apprenticeship and traineeship activity in Australia and each State and Territory for the period.
- Programs providers and students. The data collected comprises information about VET programs and providers, including level and field of education, student characteristics, and level of activity. The collection also includes financial data for the VET sector.
- **Australian Vocational Education and Training Statistics: In detail**, An annual report of publicly funded VET sector activity for Australia as well as each State and Territory.
- **Australian Vocational Education and Training Statistics : At a glance**, A synopsis of the annual statistics for Australia and each State and Territory.
- **Australian Vocational Education and Training statistics: Financial data** How VET in Australia is financed and where the money is spent.

DATA DETAILS:

Student Data

Highest school level completed

Year highest school completed

Age and Sex

Employment category

Country of birth

Prior educational achievement

Type of study (full or part time)

Course Data

Course name

Course hours

Accreditation status (not available prior to 1999)

Qualification

Stream of study

Field of study

Australian Standard Classification of Occupations (ASCO)

Module Data

Module hours

Discipline Identifier

Module outcome

Delivery type

Financial Data

Revenues

Expenses
Revenue from Government

DATA HISTORY

Student Outcomes Survey: Prior to 1999 this survey was known as the Graduate Destination Survey.

Survey of Employer Views: Prior to 1999 this survey was known as the Employer Satisfaction Survey and only surveyed employers with recent VET graduate employees.

For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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Department of Education Science and Technology (DEST)

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Department of Education Science and Technology (DEST)

CONTACT WEB SITE

<http://www.dest.gov.au>

DESCRIPTION

The higher education finance collection provides selected financial statistics on the operation of the university components of Australian higher education institutions. The data comprises operating statements and a dissection of operating expenses according to the activity and type of expenditure.

DISSEMINATION

Publications are available on the internet. Arrangements can be made to provide copies of tables in

Excel spreadsheet format. Access to more detailed data from the collection may be arranged.

<http://www.dest.gov.au/highered/statinfo.htm>

DATA DETAILS

- Operating Statements for each institution
- Dissection of operating expenses according to: Activity and Type of expenditure

GEOGRAPHIC COVERAGE

Information is available for Australia and all States and Territories.

FREQUENCY OF DATA AVAILABILITY

Annual

HISTORICAL DATA:

Publications are available from 1992 to present. The 1992 and 1993 publications also contain details about expenditure on research.

For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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Department of Education Science and Technology (DEST)

CONTACT WEB SITE

<http://www.dest.gov.au>

DESCRIPTION

The Higher Education Staff Data Collection provides a summary of the number and full-time equivalence of full-time and fractional full-time staff and full-time equivalence for casual staff involved in the provision of higher education in higher education institutions.

Scope

The Higher Education Staff Data Collection only includes information from higher education institutions

in Australia, as determined under the Higher Education Funding Act 1988. This includes: institutions that receive block operating grant funding for teaching and research activities; and other public higher education institutions which receive some level of operating grant funding. Excluded from the Higher Education Staff Data Collection are; the Australian Film, Television and Radio School, the National Institute of Dramatic Art, Marcus Oldham College of Farm Management and the Open Learning Agency of Australia Pty Ltd., and private institutions which are not required to report statistical data to DEST and are therefore outside the scope of the collection. This includes Bond University and the University of Notre Dame, Australia.

DISSEMINATION

Department of Education, Training and Youth Affairs 2001, **Staff 2000, Selected Higher Education Statistics**, DEST, Canberra.

<http://www.dest.gov.au/highered/statinfo.htm>

DATA ITEMS

The Higher Education Staff Data Collection collects information for the following:

Full-time and fractional full-time staff

Age and Gender

Appointment details

Current duties and classification details

Full-time equivalence details

Salary details

Function

Organisational unit

Indigenous indicator

Casual staff

Gender

Current duties

Function

GEOGRAPHY

Information is available for Australia and all States and Territories.

FREQUENCY OF DATA AVAILABILITY

Annual.

HISTORICAL DATA

The collection of higher education statistics in its current form commenced in 1987. Prior to that there were two separate collections of data relating to advanced education institutions and Universities. Data between the two collections is not strictly compatible and only limited comparisons can be made. Since 1987 there have also been changes to the existing collection. In 1989 a number of significant changes to the collection were made, resulting from the introduction of HECS. Since that time DEST has reviewed the nature of information required and the timing of provision of the data.

For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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Department of Education Science and Technology (DEST)

CONTACT WEB SITE

<http://www.dest.gov.au>

DESCRIPTION

The Higher Education Student Data Collection includes information for students enrolled in higher education courses for: the number of students enrolled; the Equivalent Full-time Student Unit (EFTSU) load; Award Course Completions for students completing higher education award courses; and Higher Education Contribution Scheme (HECS) status.

DISSEMINATION

For further Information see: Department of Education, Science and Training, **Students , Selected Higher Education Statistics**, and **Higher Education Students Time Series Tables, Selected Higher Education Statistics**, DEST, Canberra.

<http://www.dest.gov.au/highered/statinfo.htm>

DATA DETAILS

Age and Gender

Country of birth

Citizenship

Disability

Home postcode

Language spoken at home

Tertiary Entrance Score

Basis for admission (e.g. mature age special entry)

HECS information (e.g. exemption from HECS)

Student load

Institution

Course type

Field of study

Discipline

FREQUENCY OF DATA AVAILABILITY

Annual

HISTORICAL DATA

The collection of higher education statistics in its current form commenced in 1987. Prior to that there were two separate collections of data relating to advanced education institutions and Universities. Data between the two collections is not strictly compatible and only limited comparisons can be made. Since 1987 there have also been changes to the existing collection. In 1989 a number of significant changes

to the collection were made, resulting from the introduction of HECS. Since that time DEST has reviewed the nature of information required and the timing of provision of the data.

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Department of Education Science and Technology (DEST)

CONTACT WEB SITE

<http://www.curriculum.edu.au/mceetya>

DESCRIPTION:

The Ministerial Council on Education, Employment, Training and Youth Affairs consists of State, Territory, Commonwealth and New Zealand ministers with responsibility for the portfolios of education, employment, training and youth affairs, with Papua New Guinea and Norfolk Island having observer status.

DISSEMINATION:

The National Schools Statistics Collection annual (NSSC)

A collaborative arrangement between State, Territory and Commonwealth education authorities. The collection is managed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Task Force on School Statistics, of which the ABS is a member. The purpose of the collection is to provide nationally comparable data for government and non-government schools in all States and Territories.

Benchmark results for national literacy and numeracy

These are also published in the National Report on Schooling in Australia.

This annual publication was first adopted in 1989 as part of a commitment to improving Australian schooling within a framework of national collaboration. The purpose of this publication is to report on the progress made during the year in regards to achievements of national goals for schooling across some 10,000 schools in Australian States and Territories. Alongside this information, it provides analysis and comment on the achievements made, and where further development needs to be made. The publication also provides contextual information on schooling in Australia and detailed tables of data.

Australian Bureau of Statistics 2001, **Schools, Australia, Preliminary, 2000**, Cat. no. 4220.0, ABS, Canberra.

Australian Bureau of Statistics 2001, **Schools, Australia, 2000**, Cat. no. 4221.0, ABS, Canberra.

Ministerial Council on Education, Employment, Training and Youth Affairs 2001, **National Report on Schooling in Australia, 1999**, Curriculum Corporation, Melbourne.

Ministerial Council on Education, Employment, Training and Youth Affairs 1999, **National Report on Schooling in Australia, 1999, Preliminary Paper - 1999 Year 3 Reading National Benchmark Results**, Curriculum Corporation, Melbourne.

ABS [National Schools Statistics Collection](#)

DATA DETAILS

Schools

Number

Category

Level

Size (by primary and secondary enrolments)

State

Students

Number

Age

Sex

Aboriginal and Torres Strait Islander students

Level/year of education

Category of school attended

State

Staff

Number and full-time equivalent

Sex

Teaching/non-teaching

Category of school

Area of activity

Major function

State

Derived statistics

Apparent retention rates to Years 10, 11, 12

Staff/student ratios

Student participation rates

GEOGRAPHIC COVERAGE

Australian States and Territories

FREQUENCY OF DATA AVAILABILITY

annual

HISTORICAL DATA

The ABS has published education statistics for many years. However, prior to the implementation of the NSSC, the data were not necessarily comparable between States. With the implementation of the

NSSC, the concepts, definitions, classifications and coverage were revised. The new collection arrangements were implemented in 1981 for government series and in 1984 for non-government series.

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Department of Education Science and Technology (DEST)

CONTACT WEB SITE

<http://www.dest.gov.au>

DESCRIPTION

The Overseas Student Statistics Collection provides data on the number of overseas students in Australia at a particular point in time for higher education and the total number of students that were in Australia during a year for the other sectors.

DISSEMINATION

Australian Education International 2000, **Overseas Student Statistics, 1999**, DETYA, Canberra.

DATA DETAILS

The collection includes:

- comprehensive student profile information
- student tables by country of origin and State of study
- student tables by sector and field of study
- student expenditure data and total export earnings
- AusAID scholarship information
- historical data including revisions to previous years data

DATA DEFINITIONS

Overseas students are defined as foreign students who enter Australia on student visas and attend courses on a fee paying basis irrespective of who actually provides the funds.

HISTORICAL DATA

The first edition of Overseas Student Statistics was published in 1993. Previous editions have focused primarily on international students who have come to Australia on a student visa. Research now includes international students who utilise other forms of visas, such as business or holiday visas and undertake some form of study over a short period of time. Improved features in the 1999 edition include: changes to the method of sectoral allocation, with all students undertaking English language training recorded as ELICOS students, regardless of the type of institution at which they were studying; a more detailed breakdown of the number of students studying in Australian based education institutions offshore; and estimates of the number of ELICOS students studying in Australia on temporary (non-student) visas in 1997 and 1998.

Caution should be used when using time series published in **Overseas Student Statistics** as they are not totally comparable.

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[Contents](#) >> [Education and Training](#) >> International Association for the Evaluation of Educational Achievement

DESCRIPTION

The Third International Mathematics and Science Study (TIMSS) is sponsored by the International Association for the Evaluation of Educational Achievement (IEA), and is the largest, most comprehensive and ambitious comparative study of mathematics and science ever undertaken.

Australia participates in the studies through the Australian Council for Educational Research. The TIMSS investigates mathematics and science achievement at three different levels of schooling: mid primary; lower secondary; and final year.

The survey is conducted in 45 countries around the world. Participants in Australia are spread over the country from a number of different schools for each population group in the study.

Previously irregular. Now planned to be collected at lower secondary level every four years. Data were collected in Australia for TIMSS-Repeat in 1998. The next collection is scheduled for 2002 in southern hemisphere countries, 2003 in northern hemisphere countries.

DISSEMINATION

Results from TIMSS have been published for middle primary school and junior secondary school

students for Australian States and Territories:

Lokan, J., Ford, P. & Greenwood, L. 1996, **Maths and Science on the Line - Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study**,

Lokan, J., Ford, P. & Greenwood, L. 1997, **Maths and Science on the Line - Australian Middle Primary Students' Performance in the Third International Mathematics and Science Study**

Maths and Science on the Line - Australian Year 12 Students' Performance in the Third International Mathematics and Science Study

TIMSS Australia Monograph No. 1, No. 2, No. 3, Australian Council for Educational Research, Melbourne.

International results: Organisation for Economic Co-operation and Development (OECD), 2000, **Measuring Student Knowledge and Skill: The PISA 2000 Assessment of Reading, Mathematical and Scientific Literacy**, OECD, Paris.

The international TIMSS data base, including the Australian data for all three TIMSS populations, can be downloaded from the Boston College TIMSS web site

<http://timss.bc.edu/>

International reports can also be accessed from this web site.

FREQUENCY OF DATA AVAILABILITY

Late 1994 for primary and secondary students, and 1995 for final year students. 1998 repeat for lower secondary level. Now planned to be collected at lower secondary level every four years.

DATA ITEMS

Student achievement in Maths and Science as measured by tests.

Student Background

Age and gender
Country of birth
Language
Outside school activities
Parental expectations
Self perceived ability
Attitudes to school
Class activities

Teacher Survey

Age and gender
Level taught
Experience
Outside school hours work
Requirements for students to do well
Familiarity with curriculum
Use of text books
Instructional methods
Limits on teaching
Topics taught
Homework
Lesson preparation
Perceived social value

Principal Survey

School levels served
Staffing
Usage of time
School decision-making
Influence on curriculum
Resource inadequacies
Student attendance
School environment and safety
Time spent by teachers in classrooms

Admission policies

Also includes a document analysis of curriculum guides and textbooks to understand the intended curriculum.

GEOGRAPHY

Information is available for Australia and for each State and Territory, except for Year 12 results as the sample is too small. It is also possible to compare Australia's results with the international survey results.

For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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CONTACT WEB SITE

<http://www.wipo.org>

DESCRIPTION

The World Intellectual Property Organisation (WIPO) is one of the 16 specialised agencies of the United Nations system of organisations. It administers 23 international treaties dealing with different aspects of intellectual property protection. The Organisation counts 179 nations as member states.

Anyone applying for a patent or registering a trademark or design, whether at the national or international level, is required to determine whether their creation is new or is owned or claimed by someone else. Four WIPO treaties created classification systems which organise information concerning inventions, trademarks, and industrial designs into indexed, manageable structures for easy retrieval. Regularly updated to include changes and advances in technology and commercial practices, the classification systems are used voluntarily by many countries which are not party to the related agreements.

DISSEMINATION

Industrial property statistics

<http://www.wipo.int/ipstats/en/index.html>

For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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[Contents](#) >> World Competitiveness Yearbook

CONTACT WEB SITE

<http://www.imd.ch/research/centers/wcc/index.cfm>

DESCRIPTION

WORLD COMPETITIVENESS YEARBOOK

The IMD world competitiveness yearbook measures the ability of national economies to attract and retain investment through the creation of a globally competitive business environment.

An index of competitiveness for each country is constructed from various criteria. Indicators include Gross Domestic Product (GDP), GDP per capita, number of patents in force and public expenditure on education. Two thirds of the data are obtained from official national and international statistical sources and the other third by a survey of top executives and middle managers in the countries covered by the report.

International Institute of Management Development (IMD) is an international business school based in Switzerland with links to the world's leading business organisations. In Australia its representative

institute is the committee for the Economic Development of Australia (CEDA).

Criteria are grouped into eight competitiveness input factors

1. domestic economy
macroeconomic evaluation of the domestic economy
2. internationalization
extent to which a country participates in foreign trade and investment
3. government
extent to which government policies and practices are conducive to competitiveness
4. finance
performance of capital markets and quality of financial services
5. infrastructure
extent to which natural, technical and communication resources are adequate to serve the basic needs of business
6. management
extent to which companies are managed in an innovative, profitable and responsible manner
7. science and technology
scientific and technological sophistication
8. people
availability and qualifications of human resources

Analysis of this data identifies four competitive forces

1. proximity versus globality, which measures the amount of resources devoted to local as opposed to global markets
2. attractiveness versus aggressiveness, which measures an economy's performance as an exporter and investor as opposed to its ability to attract investment and to hold on to local investment
3. assets versus process, which measures how an economy relies on exploiting natural resources as opposed to creating wealth through value-added products and services
4. individual risk versus social cohesiveness, which measures how much a nation values individual risk through such policies as deregulation and privatisation as opposed to a more socially cohesive, but regulated economy and society

For information on the Knowledge-based Economy and Society see [Discussion Paper Measuring a Knowledge-based Economy and Society](#).

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